

DAFTAR PUSTAKA

- Agostin, B. [2001]. *Mengajarkan Kepribadian Baik kepada Anak melalui Role Model*. Jambi: Gaung Persada Group.
- Algozzine., Bob., & et.all. [2010]. Effects of Promote Self Determination for Indoividuals. *American Educational Research Association*. (10) 3. 71-219.
- Annesi. [2005]. Relations of physical self-concept and self-efficacy with frequency of voluntary physical activity in preadolescents: Implications for after-school care programming. *ournal of Psychosomatic Research* (61) 2. 515–520.
- Asrori. [2004]. *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Baradja, A. [2005]. *Psikologi perkembangan : Tahapan-tahapan dan aspek-aspeknya*. Jakarta : Studia Press.
- Barnet, W., & Steven. [2005]. Cost Effectiveness Analysis for State and Local Decision Making: An Application to Half Day and Full Day Preschool Special Education Programs. *Special Education*
- Baskett., & Robert. [2005]. Half Day to Full Day Kindergarten: an Analysis of Educational Change Scores and Demonstration of an Efducational Research Collaboration. *Early Childhood Development and Care*. (175)5. 419-430.
- Basrowi., & Suwandi. [2008]. *Memahami Penelitian Kualitatif* . Jakarta: PT. Rineke Cipta.
- Berk. [2005]. Perceptions of Self-Determination for Their Students. *Teacher Education and Special Needs Education*. (36) 2. 145-159
- Blau, D. [2006]. Preschool, Day Care, and After School Care: Who is Mindingthe Kids.
- Bogard., & Takanishi. [2005] The Impat of Full Day in Kindergarten for Young Children. *American Educational Research Association*. (11) 2. 81-102.
- Brannon, D. [2001]. Full Day or Half Day Indergarten: What Parents Pick and Why?. *Psycology Report of Education*. 71-77.
- Brewer. [2007]. Special Need Education to Made Independence in Children with Disabilities. *Review of Educational Research*. (62) 3. 94-128.
- Brigg, A. [2012]. Autonomy on Young Children and Comparation with Self Determination and Self Esteem. *Emporia State Research Studies*. (12) 4. 226-242.
- Briguglio. [2016]. Self Determination Skill for Student. *Intervention in School and Clinic*. (3) 3. 142-146.
- Bungin, B. [2009]. *Analisis Data Penelitian Kualitatif*. Jakarta: Rajawali Pers.
- Bungin, B. [2010]. *Metode Penelitian Sosial-Format Kualitatif*. Surabaya: Airlangga University Press.
- Cannon, R., Jacknowitz., & Anderson. [2002]. Full Day in Kindergarten for: How About Teacher's life?. *Journal of Teaching in Physical Education*. (10) 2. 118-131.
- Carnes, G., & Albrecht, N. [2007]. Academic and Sosial Emotional Effects on Full Day Kindergarten: The Benefits of Time. *Emporia State Research Studies*. (43) 2. 64-72.

- Charles. [2010]. Self-Perceptions, Motivation, and Adjustment in Children: Multiple Group Comparison Study. *Hammill Institute Disabilities*. (23) 3. 177-184.
- Charmaz. [2006]. The importance of self-esteem to children and young people separated from their families. *Adoption and Fostering*. (17) 2. 48-62.
- Chen, W., & Hypnar. [2015]. Self Determination in Physical Education and Attitudes Toward Physical Activity. *Journal of Teaching in Physical Education*. (34) 4. 189-209.
- Clark, P., Kirk., & Burris. [2012] Review of Research: All Day Kindergarten. *Early Childhood*. (76)4. 228-231.
- Cooper., & Haris. (2010) Effects of Full Day Kindergarten on Academic Achievement and Social Development. *Review of Educational Research*. (80) 1. 34-70.
- Creswell, J. [2010]. *Research Design*. Pendekatan Kualitatif, Kuantitatif dan Mixed. Yogyakarta: Pustaka Pelajar.
- Cryan, J., Sheehan, R., Whiecel., & Hedden. [1992]. Success Outcomes of Full Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After. *Early Childhood Research Quarterly*. (7)1. 187-203.
- Curran, T., Hill., Andrew., & Niemiec. [2013]. Self Determination in Young Children Perspective. *Journal of Exercise Psychology*. ((35) 3. 30-43.
- Demircan, O., & Demir, A. [2014]. Children Sense of Loneliness and Social Dissatisfaction, After School Care. *Psychological Reports: Mental and Physical Health*. (114) 1. 169-175.
- Desmita. [2005]. *Psikologi Perkembangan*. Bandung: Remaja Rosdakarya.
- Dodge. [2008]. Planning Preschool Experiences With Intellectual Integrity. *International Journal of Behavioral Nutrition and Physical Activity*. (67) 8. 48-100.
- Ellicker, J., & Mathuur. [1997]. What do Day All Day. Comprehensive Evaluation of Full Day Kindergarten. *Early Childhood Research Quarterly*. (12) 1. 450-490.
- Fenner, A. [2016]. Exploration of the Mechanisms of Change in Constructs From Self-Determination Theory and Quality of Life During a Multidisciplinary Family-Based Intervention for Overweight Adolescents. *Journal of Sport & Exercise Psychology*. (38) 6. 59-68.
- Fayes, M., Sabah, S., & Rudwan, E. [2011]. The State and Level of Involvement Among Jordanian Kindergarten Parents and its Relationship to Teacher's Efforts of Outreach. *Contemporary Issues in Early Childhood*. (12) 3. 7-22.
- Garey, T. C. [2015]. Developmental-behavioral Pediatrics Fourth Edition. *Saunders: Elsevier*. 39-44.
- Gorton, L. [1968]. Full Day in Preschool and Parenting behaviors, perceptions, and psychosocial risk. *American Educational Research Association*. (125) 2. 313-319.

- Gottfried, M., & Le, V. [2017]. Is Full Day Kindergarten Linked to Children's Physical Activity?. *Early Childhood Research Quarterly*. (40)7. 138-149.
- Gullo, D. [2006]. The Long Term Educational (Effects of Hal Day VS Full Day Kindergarten). *Early Child Development and Care*. (160) 1. 17-24.
- Gullo, D., & Venderly, K. [2011]. A Comparative Study of All Day, Alternate Day, Half Day Kindergarten Schedules: Effects Achievements and Classroom Sosial Behaviors. *Journal of Reasearch in Childhood Education*. (23) 3. 112-127.
- Gwen, C. & Nancy. [2007]. Academic and Social Emotional Effects of Full day Kindergarten: The Benefits of Time. *Emporia State Research Studies*. (43) 2. 64-72.
- Havighurst. [1999]. *Human Development and Education*. New York : Longmans Green and Co.
- Hildebrand. [2001]. *Introduction to Early Childhood Education, 4th Edition*. New York : Mac Millan Publishing Co.
- Hoffert. [2016]. Approaches to Early Childhood, Education and Full Day System. *National Curriculum Study Institutes*. (23) 5. 263-300.
- Hough, D., & Bryde, S. [1996]. The EffectOf Full-day Kindegarten On Student Achievment And Affect. *American Educational Research Assosiation*. 472-550
- Hurlock, J. [2010]. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan* (Alih Bahasa Istiwidayanti, dkk). Edisi Kelima. Jakarta: Erlangga
- Jacob. [2004]. Development Component; Full-day Kindegarten Program. *Psychological Reports: Mental and Physical Healt*. (36) 3. 229-275.
- Jefferson, A. [2010]. Full Day Kindergarten: Ontario. *Academic Leadership Journal*. (8)3. 117-130.
- Johnson., Gallagher., & Wong. [1995]. Kindergarten - Full Versus Half-Day: Information for Parents and Early Childhood Educators. *Journal of Reasearch in Childhood Education*. (14) 2. 59-72.
- Kain., & Juliana. [2017]. Preschool Children's Physical Activity Intensity During School Time: Influence of School Schedule. *Early Childhood Research Quarterly*. (8) 8. 6-19.
- Kaplan, H., & Madjar, N. [2015] Autonomus Motivation and Pro Environmental Behavior Among Bedouin Students in Israel: A Self Determination Theory Perspective. *Australian Journal of Environmental Education*. (31) 2. 223-247.
- Kartono. [1995]. *Human Development. Edisi Kesembilan*. Jakarta : Prenada Media Group
- Kauerz, K. [2005]. *Full Day Kindergarten*. Education Comition of The State (ECS): United States
- Kenyon, H., Bingham., & Korth. [2009]. How Do :inguistically Diverse Students Fare in Full and Hal Day Kindergarte? Examining Academic Achievement, InstructionalQuality and Attendance. *Early Education and Development*. (20) 1. 25-52.
- Kim., & Mina. [2004]. Teacher's Philopo[hical Orientation and Practices: A Study of Novice Preschool Teachers in South Korea. *Contemporary Issues in Early Childhood*. (5) 3. 119-130.

- Kostelnik. [2014]. Guiding Children's Social Development. *European Early Childhood Education Research Journal*. (11) 3. 137-135.
- Lash. E. [2008]. Pendidikan Anak Prasekolah. Cetakan Ketiga. Jakarta : PT.Rineka
- Lawrence, E., Woehlike., & Paula. [1987]. Comparison of Achievement in Half Day, Every Day, and All Day Early Childhood Programs. *Psychology Report of Education*. (60)12. 923-927.
- Le N., & Phim, K. [2010]. Kindergarten Experiences With Intellectual Integrity for Young Children. *International Journal of Behavioral Nutrition and Physical Activity*. (71) 8. 148-200.
- Lee, V. [2006]. Full Day Versus Hal Day Kindergarten: In Which Program Do Children Learn More?. *American Journal of Education*. (112) 2. 163-208.
- Lewis, A., & Barbara. [2004]. *Character Building: Membangun Karakter untuk Anak Usia Dini*. Batam: Karisma Publishing Group.
- Lickona, T. [2008]. *Pendidikan Karakter*. Bandung: Nusa Media.
- Lickona, T. [2013]. *Character Matters: Persoalan Karakter*. Jakarta: Bumi Aksara.
- Lie, A., & Prasasti, S. [2004]. *101 Cara Membina Kemandirian dan Tanggung Jawab Anak*. Jakarta: Elex Media Komputindo.
- Lovell. [2006]. Parent Participation in Preschool: Full Day Class. *Sagepub*. (59) 1. 14-22.
- Mathews. [2010]. Early Literacy Screening in Kindergarten: Full Day vs Half Day. *Journal of Literacy Research*. (36) 4. 479-500.
- Maynard, B. [2013]. Fidelity in After School Program Intervention Research: A Systematic Review. *Research on Social Work Practice*. (23) 6. 613-623.
- McElvain. [2001]. Creating Effective After-School Programs. *Sagepub*. (85) 626. 35-44
- McMillan, H., James., Schumacher., & Sally. [2007]. Full Day School Versus Half Day and Day Care. *Research in Education*. New York: Loman Inc. (8) 1. 191-210.
- Milligan, C. [2012]. Full Day Kindergarten Effects on Later Academic Success. (10) 1. 1-11.
- Moleong. [2005]. *Metodelogi Penelitian Kualitatif Edisi Revisi*. Bandung: Rosdakarya
- Moleong. [2012]. *Metodelogi Penelitian Kualitatif*. Edisi IV. Yogyakarta: Rake
- Muhadjir, N. [2000]. *Metode Penelitian Kualitatif*, Jogja: Rake Sarasin.
- Naron, K. N. [1981]. The Need for Full Day Kindergarten. *National Curriculum Study Institutes*. (70)4. 549-562.
- Oliva, D. [2014]. Physical Education Lessons and Physical Activity Intentions Within School: A Self Determination Perspective. *Journal of Teaching in Physical Education*. (33) 2. 232-249.
- Othman, N., & Leng, B. [2011]. Relationship Between Self Concept, Intrinsic Motivation, Self Determination, and Academic Achievement Among Chinese Students. *International Journal of Psychology Studies*. (3) 1. 13-22.

- Palmer, S. [2012]. Foundation for Self Determination in Early Childhood: An Inclusive Model for Children with Disabilities. *Hammill Institute on Disabilities*. (33) 1. 38-47
- Plucker, J., & Jason, Z. [2005]. Short Lived Gains or Enduring Benefits? The Long Term Impact of Full Day Kindergarten. *Center for Evaluation and Education Policy*. (3)4. 112-126.
- Porch. [2002]. Longitudinal Effect of Full Day in Kindergarten. *Journal of Literacy Research*. (28) 1. 173-195.
- Prasasti, W., & Dinar. [2005]. Psikologi Anak Usia Dini. Jakarta: PT.Indeks.
- Reynolds., E. V. [2017]. Self-determination of young children with intellectual disability: understanding parents' perspectives. *British Journal of Special Education*. (40) 4. 175-181.
- Richard. [1987]. The Changing Face of After-School Programs: Advocating Talent Development for Urban Middle and High School Students. *Sagepub*. (66) 626. 22-34.
- Rodriguez, I. [2011]. How Many Times Do We Stop Being Children? An Analysis on The Social Representation of Children's Autonomy. DOI: 10.5477/icis/resi 143.75.
- Rothenberg. [1995]. Full Day Kindergarten Programs. *ERIC Clearinghouse on Elementary and Early Childhood Education Digest*. (24)10, 1-6.
- Sanyata. [2012]. *Perkembangan Peserta Didik*. Jakarta: Rineka Cipta
- Satori, D., & Aan, K. [2009]. *Metodologi Penelitian Kualitatif*, Bandung: Alfabeta.
- Schroeder, J. [2007]. Full Day Kindergarten Offsets Negative Effects of Poverty States Test. *European Early Childhood Education Research Journal*. (15) 3. 137-135.
- Schunk, H., & Dale. [2012]. *Learning Theories an Educational Perspective: Teori-teori Pembelajaran: Perspektif Pendidikan*. Yogyakarta: Pustaka Pelajar
- Shogren., & Karrie. [2014]. Autonomy, Psychological Empowerment, and Self Realization: Exploring Data on Self Determination. *Council for Exceptional Children*. (80) 2. 221-235.
- Simpkins, D., Sandra., & et.all. [2017]. Designing Culturally Responsive Organized After School Activities. *Journal of Adolescent Research*. (32) 1. 11-36.
- Slameto. [2003]. *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.
- Smith, B., Anne., Ballard, D., & Keith. [1989]. Preschool Children's Perception of Parent and Teacher roles. *Early Childhood Research Quarterly*. (4) 2. 523-532.
- Steinberg, L. [2001]. We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of research on adolescence*. (11) 1. 1-19.
- Sugiyono. [2008]. *Memahami Penelitian Kualitatif*. Bandung: CV Alfabeta.
- Taylor, C., White, R., Kari., & Pezzino, J. [2010]. Cost Effectiveness Analysis of Full Day Versus Hal Day Intervantion Programs for Hadicapped Preschoolers.

- Thompon, A., Joy., & Sonnenschein. [2015]. Full Day Kindergarten and Children's Later Reading: The Role of Early Word Reading. *Journal of Applied Developmental Psychology*. (42) 4. 58-70.
- Tjandraningtyas. [2004]. *Pendidikan Anak Prasekolah*. Jakarta: PT. Rineka Cipta.
- Upton, P. [2012]. *Psikologi Perkembangan*. Jakarta: Erlangga.
- Urbel. [2013]. Changes in Children's Autonomous Motivation Toward Physical Education in School: A Self-Determination Perspective. *Journal of Teaching in Physical Education*. (34) 5. 442-460.
- Valenti, E., Joy., Tracey, H., & Diane. [2009]. Full Day, Hal Day and No Preschool. *Education and Urban Society*. (41) 6. 695-711.
- Vandell, S. [2016]. Socialization and Self- Determination in Different-Age. *Journal of Visual Impairment & Blindness*. 2(1) 2. 88-104
- Vanderloo, M., Leigh., & Tucker, P. [2016]. Physical Activity and Sedentary Time Among Young Children in Full Day Kindergarten: Comparing Traditional and Balanced Day Schedules. *Health Education Journal*. (10) 1. 1-9.
- Vansteenkiste, M. [2008]. Toward Between Self Determination Theory and Intrinsic Motivational. *International Journal of Behavioral Nutrition and Physical Activity*. (23) 9. 19-31.
- Walston, J., West, J., & Rathbun. [2005]. Do The Greater Academic Gains Made by Full Day Kindergarten Children Persist Through Third Grade?. *American Educational Research Association*. (12) 3. 11-15.
- Walston, J., West, J., & Rathbun, A. [2005]. Do The Greater Academic Gains Made by Full Day Kindergarten Children Persist Through Third Grade? *American Educational Research Association*. 11-15.
- Wang, Y., Lawrence., Johnstone, G., & Whitcomb. [1999]. Evaluation of a Full Day Kindergarten Program. *ERS Spectrum*. (22)6. 7-26.
- Weiss., & Offenber. [2002]. Physical Education Lessons and Physical Activity: A Self-Determination Perspective. *Journal of Teaching in Physical Education*. (33) 6. 232-249.
- West. [2004]. Understanding self-controlled for Achievement Behavioral System. *Frontiers in psychology*. (3) 1. 1-17.
- Wiecha. [2010]. Exercise, physical activity, and self-determination theory: A systematic review. *International Journal of Behavioral Nutrition and Physical Activity*. (78) 9. 11-40.
- Wolgemuth, R., & Jennifer. [2010]. Comparing Longitudinal Academic Achievement of Full Day and Half Day Kindergarten Students.
- Woodland, H., & Malcolm. [2008]. Watcha Doing After School? A Review of The Literature on The Influence of After School Programs on Young Black Males. *Urban Education*. (43) 5. 537-560.
- Yamin., Martinis., Sanan, S., & Jamilah. [2012]. *Panduan Pendidikan Anak Usia Dini*. Jambi: Gaung Persana Press
- Zheng, Y. [2012]. Exploring Foundation for Self Determination in Young Children. Digital Repository.
- Zheng, Y. [2015]. Foundation for Self Determination Perceived and Promotes by Families of Young Children Disabilities in China. *Education and Training Developmental Disabilities*. (50) 1. 109-122.

- Ziai. [2004]. Self-Determination of Young Children With Special Needs From Culturally and Linguistically Diverse Backgrounds. *Preventing School Failure*. (66) 3. 149–156
- Zvoc. [2008]. Invoking the Self to Increase Helping in Young Children. *British Journal of Special Education*. (12) 3. 110-144.